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ABSTRACT

Responding to the expressed need of classroom teachers and teacher educators for a listing of available video resources which can be used for preservice and inservice education for literacy providers, this annotated bibliography identifies video resources which most fully capitalize on the potential of the medium by portraying literacy teachers and learners in action. The bibliography constitutes a preliminary response and should in no way be considered a comprehensive review of teacher-related videos. It begins by presenting annotations of six individual videotapes from a package entitled "Teaching Reading: Strategies from Successful Classrooms" (1991). This is followed by a separate tape and two more packages containing 16 individual videos between them. The list concludes with two tapes which, while not strictly classifiable under the topic of literacy learning, deal with some of the most urgent issues surrounding language differences in America today. Other videos in the annotated bibliography address such topics as reading instruction, emergent literacy, the process approach to writing, English as a Second Language, and writing instruction Videos in the bibliography were produced between 1984 and 1991. (RS)

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Occasional Paper No. 33

Video Resources for the Teaching of Literacy: An Annotated Bibliography

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Sandra R. Schecter

September, 1993

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Video Resources for the Teaching of Literacy: An Annotated Bibliography

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INTRODUCTION

The impetus for preparation of this bibliography came from classroom teachers and teacher educators, most of them associated with the National Writing Project, who expressed the need for a listing of available video resources which can be used for pre-service and in-service education for literacy providers. In undertaking this review, our purpose was to identify video resources which feature instructors who effectively put theory into practice. To serve this purpose, we chose tapes which most fully capitalize on the potential of the medium by portraying literacy teachers and learners in action. This criterion, in effect, eliminated from consideration many excellent videos of lectures and talks by experts on literacy education.

The resources described below constitute a preliminary response and should not be considered in any sense a comprehensive review of literacy teaching-related videos. Some distributors, for example, failed to respond to our request for preview copies of their offerings; other videos may simply not have come to our attention. Readers are encouraged to submit their own recommendations for inclusion in future updates of this bibliography.

Some explications concerning the organization and formatting of this document follow. Introducing each stand-alone resource is a blurb providing important practical information (who, where, how much) for those wishing to obtain the video. Where we review a number of videos within the same series, this background information is provided only once, preceding the first blurb of the particular series. Also, since the number of resources we have undertaken to review is not sufficiently large to yield valid or reliable categories, we are unable to provide a systematic classification of the recommended video resources. For each entry however, we have included

what may be considered classificatory information under the descriptor "Suggested specific uses"; here we indicate subject matter audiences for which the resource may hold special appeal and specific topic or problem areas about which the video may prove insightful. It should be noted that some videos—notably, those in the ESL series—are aimed at audiences with very specific areas of interest, while others target audiences with broad interests. None, however, assumes a great deal of prior knowledge on the part of viewers, which makes all suitable for diverse audiences of parents, school board members, administrators, beginning and experienced teachers in a wide range of disciplines, as well as for literacy professionals.

Teaching Reading: Strategies from Successful Classrooms. (1991). Center for the Study of Reading, University of Illinois at Urbana-Champaign. Available from Center for the Study of Reading, Dissemination Director, 51 Gerty Drive, Room 173CRC, Champaign IL 61820. Complete package of six videotapes, six viewers' guides, and one instructor's guide: $200; individual videotapes: $40 each.

This outstanding series of six videotapes presents actual lessons taught during the regular school day in six different classrooms around the United States. Teachers are portrayed as experts, and respect for them and for their students is evident in every aspect of the series. These videos present exemplary teaching and learning in classrooms that accurately represent the demographics of American education today: the students shown are diverse in race, cultural background, and ability levels, and their teachers respond by adopting and adapting instructional strategies and materials to accommodate that diversity. The teachers in all the classrooms believe in an integrated approach to teaching the language arts, emphasizing the connections among reading, writing, speaking, and listening. Throughout the series the importance of teachers sharing their expertise with one another is continually reinforced.

From the technical standpoint, these videos are virtually flawless. Voice-overs clearly and simply explain the whys and hows of what is happening on the screen, but without intruding on the all-important interactions among students and teachers. Four of the six tapes include a video Appendix in which an interviewer discusses classroom activities with the teacher. An

effective teaching strategy in some situations may be to view the program and conduct a class discussion before viewing the Appendix. Viewers' Guides contain background material on schools, teachers, and students, together with responses to typical comments and questions from those who have previously viewed the tapes. Complete transcripts are provided, keyed to onscreen time displays, which makes finding a given segment in the program simple.

Following are brief descriptions of the six individual tapes:

"Emergent Literacy." Program: 33 minutes; Appendix: 10 minutes.

Hispanic students comprise 90% of this literacy-based kindergarten class in San Antonio, Texas. Books, signs, and writing materials are abundant throughout the room, and children are encouraged to use them in a wide variety of ways, both in teacher-structured learning situations and in their dramatic play. The teacher frequently models reading and writing activities, encouraging children to draw and print in ways that resemble writing, and then to read what they have written. Parent involvement in school activities is fostered through visits to the classroom and through newsletters and reports sent home on a regular basis. In the Appendix, the teacher, the school principal, and a university researcher discuss what went on in the classroom, with the teacher providing further details on her overall plan for the school year and the kind of results she expects.

Suggested specific uses: For student and novice teachers, to demonstrate the need for and value of modeling the kinds of literacy behaviors one wishes and expects from students.

"Fostering a Literate Culture." Program: 35 minutes; Appendix: 15 minutes.

Fifteen third-graders in Danville, Illinois, are the stars of this video and, according to their teacher, "the stars of this school." These students have been classified as EMH (IQs range from 50-70), but teaching strategies are the same as for regular students, except that more time is allowed for learning so that students get lots of practice. The teacher frequently reads aloud to groups of 2-4 children, and

students regularly read to each other during their independent reading time. The school's principal leads a Great Books Discussion Group one day a week, regularly visits both the library and the classrooms, and often stops by to read with students in this class. Writing usually begins with a whole-group prewriting activity, and in one sequence the teacher and her students build a "semantic web" on the topic of deserts. In drafting, children are allowed to work with partners, and they are encouraged to develop the habit of writing independently through the use of journals. Discussion in the Appendix focuses on the integration of reading and writing with the teaching of content area material. The teacher also emphasizes her strong belief that parents must develop the habit of reading with their children at home.

Suggested specific uses: For administrators considering adopting a "hands on" approach where they spend considerable time in classrooms working with teachers and children.

"The Reading/Writing Connection." Program: 39 minutes; Appendix: 16 minutes.

The African-American and Hispanic students in this Harlem second-grade classroom are shown learning to read and write in real-life situations that make the activities meaningful to them in personal terms. Although students often work in groups, they are not grouped by ability but on the basis of interests or friendships or for the purpose of specific learning activities, and groupings are always flexible. Children are encouraged to learn from each other, and the effectiveness of peer teaching is powerfully portrayed. Choral reading and speaking of stories and poems is a frequent practice, allowing students to develop a sense of the sounds and rhythms of language that help to foster fluent reading. The teacher has a shared reading period in her classroom, and in one sequence shares a piece of her own writing with her students. This practice fosters an atmosphere of mutual support for writing and involves students in the process of how a piece of writing develops for a more experienced writer. Since the teacher considers parents' involvement with their children's learning a high priority, the Appendix features a discussion of how best to

communicate to parents the reasons for classroom practices such as invented spelling, so that what parents do with children at home does not run counter to what happens in the classroom.

Suggested specific uses: For all teachers who are experiencing difficulty getting cooperative/collaborative learning groups to work effectively.

"Teaching Word Identification." Program: 40 minutes; Appendix: 10 minutes.

The Benchmark School in Media, Pennsylvania, is a private school for children in grades 1-8 who have had difficulty in learning to read. Most are non-readers when they enter the program, although their tested intelligence levels range from low-average to superior. The Benchmark Word Identification approach focuses both on reading as a meaning-getting activity and on the teaching of spelling patterns. "Teaching by analogy" employs a compare/contrast strategy to help students figure out new words by recognizing familiar spelling patterns within them. Many of the activities are game-like since this allows the teacher to provide a maximum amount of practice while maintaining a high level of student involvement. Although practice in decoding is considered fundamental, it is only a supplement to the school's total reading program. Children are also encouraged to read independently by providing them with a wide variety of books at appropriate reading levels. Teachers determine these reading levels on the basis of their knowledge of individual students and their experiences with students who have read these books in the past. Students also engage in a broad program of writing, speaking, and listening activities. A read-aloud literature program helps to introduce students to stories and genres they may later want to become more familiar with as they read on their own. A daily 40-minute writing period emphasizes journal writing on topics which students choose for themselves. In the Appendix, the classroom teacher and the director of the school, co-authors of the Word Identification Program, speculate about the reasons their approach has proven so effective with the student population they serve.

Suggested specific uses: For teachers and administrators who may feel the need for a more structured approach to literacy learning but who are wary of strategies that are too "programmatic."

"Literacy in Content Area Instruction." Program: 44 minutes.

Community involvement plays an important role in the learning that goes on in this third-grade classroom in Lansing, Michigan. The student population of the school is racially and ethnically diverse, with the majority of children coming from low-income, single-parent homes. The teacher, to help children learn that books are not the only places to find what one needs to know, takes children on field trips and invites community representatives into her classroom. In a unit on communication, visits to a newspaper and radio and TV stations, as well as visits from local media personnel to the school are highlights. Also featured are two high school students who perform their own rap songs and explain to the third-graders how they do research for the lyrics they write. There is even a "video-within-the-video" when students make a tape to send to their pen pals in California. Small cooperative learning groups are a regular part of instruction, and students are allowed to choose their own groups, although the teacher insists that groupings be heterogeneous. The Viewers' Guide explains that assessment is often done through the use of portfolios, which allows the teacher to evaluate the contributions made by individual children to the overall achievement of a group.

Suggested specific uses: For parents and other community members, to encourage/improve their involvement in schools as partners in their children's education.

"Teaching Reading Comprehension: Experience and Text." Program: 34 minutes.

Kamehameha Elementary School in Honolulu, famed for the Kamehameha Early Education Program (KEEP), is the location of the classroom featured in this video. These third-graders are Polynesian-Hawaiian children, and some are also part Japanese, Chinese,

Portuguese, or Filipino. The special reading program shown was developed to make instruction as responsive as possible to the children's cultural background. The "talk story" style of interaction which children are accustomed to in their lives outside the classroom is encouraged by the teacher as part of learning activities in class. Students frequently speak without being called on, and several often speak at the same time. This approach may seem inefficient to outsiders, but it has significantly improved these children's performance in school. The tape includes highlights of a four-day reading lesson, and demonstrates the ways in which the teacher works to integrate information from the book with the children's own experience. (The entire text of the book used is included in the Viewer's Guide.) The Experience-Text-Relationship method is used to make children aware of the kinds of thinking required in reading comprehension, the ultimate goal being that they learn to operate independently with these skills. At the end of each day's lesson the teacher is interviewed by one of KEEP's originators about key events or strategies that were observed during that session.

Suggested specific uses: For all teachers of culturally diverse students to emphasize the necessity for adapting teaching strategies to the learning styles students bring into school with them from their home and community backgrounds.

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"Emergent Literacy: Kindergartners Write and Read." (1988). Produced for the North Central Regional Educational Laboratory by Gardner Communications. Available from Agency for Instructional Technology, Box A, Bloomington IN 47402-0120. Videotape and teacher's guide: $150. 30 minutes.

This award-winning video shows kindergartners engaged in the kinds of literate behaviors that often precede learning to read and write. Drawing, non-phonetic letter strings, scribbles, phonetic letter combinations, invented and conventional spelling are all encouraged in this classroom as children who say they "can't write" because they "don't know all those words" create

their own stories and then read back what they have written. The importance of social interaction during the writing process is clearly demonstrated as these children work together and share their stories with each other. The technical quality of the video is excellent so that the various strategies which different children use for writing and for reading are clearly observable. Techniques for teachers in structuring lessons around "circletime," "writing at tables," and "reading in the author's chair" are demonstrated onscreen and described in the comprehensive teacher's guide.

Suggested specific uses: For use in both pre-service and in-service contexts, to demonstrate that different children learn to be literate in different ways.

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The following four videotapes were produced by the Fairfax County Public Schools as staff development aids for teachers learning to use a process approach to writing instruction. While the technical quality of these videos is not as high as those produced commercially, the strongly practitioner-oriented focus of their content tends to compensate for this shortcoming. Available from the National Council of Teachers of English at $65 each ($49.95 for NCTE members). Each tape is approximately 30 minutes in length.

"Prewriting: The Preparation for Drafting in Primary Grades" (1984). Order No. 79118-1234.

The most important point made by this video is that, in order for students to develop as writers, they must be allowed plenty of time for thinking. Three different teachers demonstrate a variety of ways in which they help their students develop and expand their thinking in preparation for writing. These teachers encourage the kinds of talking and drawing that help children to clarify their ideas, and they model their own writing processes for their students. Drawing is considered a rehearsal for writing, and verbal interaction during the writing process is viewed as essential to the development and shaping of the writers' thought processes. Poetry, literature and stories are used to stimulate children's thinking. This tape gives viewers the opportunity to watch three teachers, who all operate from the same fundamental theories

about learning to write, putting these theories into practice differently through their distinctive, individual ways of working with children.

Suggested specific uses: For teachers unfamiliar with using the "writing process" approach, especially with younger children, this video provides a range of strategies which encourage them to experiment and vary their writing instruction principles and practices.

"Prewriting: The Preparation for Drafting in Upper Elementary Classrooms." (1984). Order No. 79088-1234.

A fourth-grade teacher shows how she uses *Charlotte's Web* and the theme of friendship to help students generate ideas for writing. Brainstorming ideas about friends leads to webbing and the webs serve as guides for children's first drafts. In a sixth-grade class, fables from *The Canterbury Tales* are used as guides for figuring out the characteristics of the genre. Students then do a group-write of fables, which in turn leads to the writing and illustration of their own individual stories.

Suggested specific uses: For teachers who question whether the "writing process" approach does a disservice to the teaching of literature.

"The Writing Conference: An Effective Way to Help Children Revise Their Writing." (1984). Order No. 79975-1234.

Revision is defined as a re-seeing which enables the writer to change, clarify, and refine what she or he has written. A second-grade teacher models the process with her own writing. Before she reads what she has written to the children, she carefully sets the purpose for listening by explaining what she would like them to listen for. Then she reads the piece aloud and encourages the children to ask for clarifications and expansions of information where they feel these are needed. A fifth-grade teacher uses his own writing—a piece on "historical events"—to model the revision process, then students work together in small groups. One of the realizations they come to, entirely

on their own, is that writing about history requires finding out a lot of factual information.

Suggested specific uses: For teachers or student teachers who need or seek help making effective use of peer workshop groups in writing revision.

"Celebrating Children's Writing: How It Happens." (1985). Order No. 76747-1234.

This tape highlights ways in which children can be motivated to write through the publication of their writing in attractive, impressive formats. Some of the schools have publishing centers staffed by parent volunteers who work with children to help them design and produce their books. Other schools provide carts loaded with materials for publishing that roll from room to room as needed, so that teachers and students can work together in producing their finished books. An editing/proofreading mini-lesson shows some of the final stages in preparing a manuscript before it "goes to press." Strategies demonstrated are sentence-combining, punctuation of dialogue, and correction of spelling errors.

Suggested specific uses: For teachers, administrators, school board members, and others who are not certain of the value of publishing students' writing and fear that it may be too costly or not "cost-effective."

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Classroom Roles of the English as a Second Language Teacher. Iowa State University. Available from the National Council of Teachers of English at $65.00 each ($49.95 for NCTE members).

The six videotapes in this series are aimed at audiences of ESL teachers, educators of ESL teachers, and supervisors of ESL programs. The conceptual framework of presenting the various approaches in terms of the role played by the teacher in each helps to focus viewers' attention on the outstanding features of each approach. This format also illustrates the ways in which

individual techniques inevitably overlap, thus encouraging teachers to make use of a wide variety of strategies. Technically, these tapes are very competently done, although not as "slick" in appearance as some of their commercially-produced counterparts.

"ESL: The Teacher as Parent." Order No. 71915-1234. 30 minutes.

The teacher in this pre-school program provides a comfortable, secure setting for her students and structures activities which call for a lot of physical participation, associating words with movement and gestures. The teacher alters the language she uses in working with children in many of the same ways parents do when children are learning their first language. Recognizing that some of these children's parents are illiterate in their native language, this program not only teaches English but works to prepare students for further schooling. The approach is carefully structured, but within that structure there is much permissiveness, so that students feel supported without being pushed. An important condition of this permissiveness, however, is that students not be allowed to isolate themselves from the rest of the class. The teacher briefly describes the program's development from its origin in a child care facility for parents taking ESL classes, then explains the pedagogical principles which underlie its operation.

Suggested specific uses: For beginning ESL teachers and also for regular classroom teachers who may feel underprepared for dealing with non-native speakers of English in their classrooms.

"ESL: The Teacher as Mentor." Order No. 71907-1234. 18 minutes.

The pullout program presented in this tape is oriented around a mentor-novice approach in working with third through seventh graders. Since students at different levels have different needs, teachers who act as tutors focus on tailoring each mentorship to the needs of the individual. Both mentor and novice participate in the same activity, each at his or her own level. One of the teachers is interviewed about the philosophy which guides the program. Pupils are always accepted where they are and respected as individuals with varied abilities and

needs. Great emphasis is placed on the need for mentors to earn the trust and respect of the novices in order to guide them effectively in learning English.

Suggested specific uses: For teachers in and administrators of pullout ESL programs, to demonstrate beneficial application of one-on-one instruction.

"ESL: The Teacher as Consultant." Order No. 71869-1234. 18 minutes.

The teacher of an intermediate-level college class in Scientific English lays out a problem-solving activity for his students, one which will require them to work collaboratively and also allow them to function with the maximum degree of independence from him. As they are working, he answers their questions or provides guidance only when such response is absolutely necessary for students to complete the task. One group of students is shown building an object and writing instructions on their procedure which another group is then asked to follow. The focus of the activity is always on successful completion of the task, never on correction of pronunciation or usage. After the second group has constructed the object, they comment on what was good about the first group's instructions. The teacher provides a clear explanation for viewers of what/how/why he teaches as he does.

Suggested specific uses: For ESL and other teachers, to demonstrate effective ways of using cooperative/collaborative learning strategies with students from different language backgrounds.

"ESL: The Teacher as Conductor." Order No. 71850-1234. 22 minutes.

The teacher in an intensive, beginning-level college ESL class demonstrates behaviors and techniques for eliciting correct words, forms, and pronunciations when students' vocabularies are still very limited. She combines visual aids with movements and gestures such as those used in playing charades and miming, making frequent use of humor in correcting students' errors. Starting with drills, the teacher carefully orchestrates the move to real communicative situations, in

which students talk about what they know best—themselves and the artifacts of their own lives.

Suggested specific uses: For ESL teachers who are concerned with rendering non-native speakers proficient as quickly as possible but without adopting "saturation" techniques.

"ESL: The Teacher as Guide." Order No. 71877-1234. 27 minutes.

An intermediate-level reading class teacher at the college level works to build on students' real-world knowledge in expanding their linguistic competence. Using slides of scenes in a McDonald's restaurant, she helps students identify familiar items and read the words associated with them. Her corrections are never overt and are always designed to guide students toward self-correction and peer-correction. Before asking them to read, the teacher provides them with focus questions to think about while they are reading. Frequently her after-reading questions require students to scan for the names, numbers and other information they have been guided to by those pre-reading focus questions. One of the teacher's major goals is to help students develop reading strategies that they can use successfully for studying on their own.

Suggested specific uses: For ESL and other teachers, to remind them of the importance of building on students' real-world knowledge and skills in helping them to master the skills required of them in schools.

"ESL: The Teacher as Integrator." Order No. 71885-1234. 17 minutes.

A group of advanced ESL graduate students participate in a "treasure hunt" at a museum. The wide range of speaking, listening, and note-taking skills that they are required to utilize fosters the integration of activities in a number of different realms: real world and classroom, verbal and physical, oral and written, structured and free, simple and advanced. The teacher both designs the parameters of the treasure hunt and also acts as a facilitator during its progress.

Suggested specific uses: For teachers interested in a "whole language" approach to second language learning.

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The following two videotapes, each with an accompanying instruction booklet, are extremely well done, both technically and in terms of the quality of instruction they offer. Available at $225.00 from Wordshop Productions, 3832 North Seventh Street, Tacoma WA 98406. Additional instruction booklets are available at $3.00 each.

"Beginning Writing Groups." 30 minutes.

This video presents two student authors reading aloud short essays that they have written on the subject of racism, then receiving peer responses. Each essay is read twice. During the first reading, responders simply sit quietly and listen. When the reader finishes, listeners are given thirty seconds to jot down their overall impressions and reactions. Then the piece is read again. During the second reading, responders write continuously, recording the specifics of what they like or don't like, parts they don't understand, and points they question. Then each of the group members responds, in turn, without interruption, while the writer takes notes on what they say. At this point, with no further discussion, they move on to the next writer's essay. After the demonstration, members of the class talk about writing groups: how and why they use them, what they learn, and what they like about them.

Suggested specific uses: For use with students, teachers, and student teachers who have limited experience with the use of writing groups.

"Student Writing Groups: Demonstrating the Process." 35 minutes.

The process demonstrated in this tape is the same as that in "Beginning Writing Groups," but the writers are older, more experienced, and the single essay read and responded to is much longer and more sophisticated. In fact, the producers do not recommend this video for use below the Advanced Placement level in high school. However, the responders' comments are extremely insightful, and the

process is demonstrated clearly and skillfully. A question-and-answer session between the workshop participants and a group of student observers occupies the last ten minutes of the tape, and this segment covers a number of important issues and concerns about the use of writing groups which may be shared by some of the video's viewers.

Suggested specific uses: For teachers and students in advanced writing classes, to demonstrate the whys and hows of peer revision groups.

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The two videotapes described below are not strictly classifiable under the topic of literacy learning, but they deal with some of the most urgent social issues which surround language differences in America—issues which often have a powerful impact on the teaching and learning of literacy. Recommended for audiences from junior high through adults. each video is accompanied by an excellent instructional guide. Available from New Day Films, 121 West 27th Street #902, New York NY 10001.

"American Tongues." (1987). Purchase: $285.00; rental: $85.00. Standard Version: 56 minutes; High School Version: 40 minutes.

Regional, social, and ethnic differences in the way Americans talk are brilliantly portrayed, examined, and analyzed in this Peabody Award-winning video documentary. The attitudes Americans have about their own and others' speech, particularly the negative stereotypes and prejudices associated with certain regional dialects, foreign accents, and ethnic or social-class vernaculars, are depicted and discussed in very straightforward terms. The positive attitudes and social prestige that can also accompany many of our language differences are not overlooked, however. The video is technically flawless and artistically superior, but its most outstanding qualities are the powerful messages it conveys about the social, cultural, and political ramifications of the languages we speak. The Standard Version contains more than 10 minutes of material omitted from the national TV presentation. The 40-minute High School Version is

abbreviated merely to accommodate shorter class periods and fully retains the spirit of the original. The Instructional Guide conveniently indicates material not relevant for use with the shorter version.

Suggested specific uses: For high school and college students and teachers and for community groups of all backgrounds, to demonstrate that to others, by and large, "We are how we speak."

"Yeah You Rite!" (1990). Purchase: $150.00; rental: $75.00. 28 minutes.

Many of the same virtues exhibited in "American Tongues" are also present in this superlative documentary on the rich and varied linguistic and cultural traditions of New Orleans. With its 50% black-50% white racial mix, New Orleans is also a linguistic potpourri of French, Spanish, African, Irish, Italian, German, and Slavic accents. The social issues that relate to language differences from one neighborhood of New Orleans to another are comparable in many ways to the regional variations observable at the national level. The divisive roles so often played by dialect stereotypes are nicely balanced in this program by the strongly positive roles that local ways of speaking can also play in binding together the many disparate cultural groups of the city. Contemporary New Orleans tends to celebrate, rather than to deplore, the richness of its ethnic, cultural, linguistic, and social diversity. However, the program points out clearly that most black dialects are only considered acceptable by other blacks, and blacks who speak "proper" are not accepted within the black community. A distinctive feature of the video is that its narrator does not speak the "Standard American English" of most radio and TV announcers, but has a pronounced New Orleans accent.

Suggested specific uses: For the same groups and purposes as "American Tongues," but emphasizing additionally how ways of speaking affect social relationships.

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The National Center for the Study of Writing, one of the national educational research centers sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, is located at the Graduate School of Education at the University of California at Berkeley, with a site at Carnegie Mellon University in Pittsburgh, Pennsylvania. The Center provides leadership to elementary and secondary schools, colleges, and universities as they work to improve the teaching and learning of writing. The Center supports an extensive program of educational research and development in which some of the country's top language and literacy experts work to discover how the teaching and learning of writing can be improved, from the early years of schooling through adulthood. The Center's four major objectives are: (1) to create useful theories for the teaching and learning of writing; (2) to understand more fully the connections between writing and learning; (3) to provide a national focal point for writing research; and (4) to disseminate its results to American educators, policy-makers, and the public. Through its ongoing relationship with the National Writing Project, a network of expert teachers coordinated through Berkeley's Graduate School of Education, the Center involves classroom teachers in helping to shape the Center's research agenda and in making use of findings from the research. Underlying the Center's research effort is the belief that research both must move into the classroom and come from it; thus, the Center supports "practice-sensitive research" for "research-sensitive practice."

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